
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.
CHICAGO OFFICE.....2500 Prairie Ave., Chicago, Ill.
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.
TORONTO OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One dollar, the year. Ten cents, the copy. Copyright, 1928, by the Gregg Publishing Company.

Vol. VIII

JUNE, 1928

No. 10

Commercial Education in Pittsburgh

By Dr. Elmer G. Miller

Director of Commercial Education

THE large place which commercial training occupies in the field of education justifies the serious consideration of all who claim to be interested in the progress of high school boys and girls. Pittsburgh's Board of Public Education recognizes the importance of this training by electing well-qualified instructors with a broad teaching experience. Upon the morale of the teaching staff the standard of all high schools is determined; and the product of our high schools in terms of character, efficiency, and service is in direct proportion to the quality of this morale.

Main Objectives

The aims of commercial education are to train youth to an appreciation of the functions of modern business and business practice; to inspire him with a healthy respect for business

in all its various branches through a knowledge of the history of industry and commerce and through an awakened interest in its future; to arouse a determination to become not only a successful business man, but a useful citizen, as well; to excite an interest in the higher welfare of society—in a word, to become a public-spirited, intelligent, well-educated, and successful man of affairs.

Educational Values

Literature, art, and music have been known for many years as the cultural subjects. Today any subject included in the curriculum which lifts a student to a higher plane of living is considered to have cultural value. Formerly some subjects were chosen for disciplinary value, some for cultural value, and some for certain well-defined educational values. In

the enriched curriculum of our modern commercial course, the significance of these values is never overlooked.

The instructor in accountancy does not confine his teaching to making entries in the journal or ledger; he explains the social relationships involved in modern business and shows that the connecting link of confidence is a necessity in every transaction between human beings.

Secretarial training is more than typing fifty words a minute; it is more than recording thought in characters of shorthand; it is more than cutting stencils and operating mimeographs—it is the acquiring of a command of the English language, spoken as well as written; it is the developing of the willingness to assume responsibility and the power of initiative—that power which enables one to complement the thought of another.

In the field of salesmanship, the student discovers that the art of selling is bigger than making a sales record of twenty-five Buick cars a month, or "going over the top" by writing a million dollars' worth of life insurance a year. What the student does discover is that the basic law of business is the Golden Rule. And this principle can be demonstrated only by the salesman of strong character, who has cultivated courtesy and developed his personality.

Scope of Work

It has been only about sixty years since a course in commercial education included but three subjects—penmanship, bookkeeping, and arithmetic. In answer to the needs of an ever-expanding business world, these subjects were supplemented and complemented until the enriched curriculum of present-day commercial education embraces penmanship, bookkeeping, arithmetic, shorthand, typewriting, industrial geography, history of commerce, economics, secretarial training, salesmanship, business law, business training, business organization, United States history and problems of American democracy, a three-year course in academic English, and a one-year course in business English.

This comprehensive course is taught in all of the sixteen cosmopolitan high schools of Pittsburgh. Shorter courses are offered in the two-year Business High, the Gladstone Business High, the continuation schools, and thirteen of the evening high schools. Twenty per cent of all the instructors in our high schools teach commercial subjects; one-third of our high school students pursue commercial studies; and almost 6,000 evening high school students are enrolled in a commercial course.

Commercial education has been further projected by the establishment of classes for em-

ployees of the larger industrial organizations. This intensive training not only increases the efficiency of the employee in his present position, but it also prepares him for subsequent promotion.

Since Commercial education is not and cannot be static, the teacher who writes an outstanding text or evolves an intensive method that results in more effective training of future business men and women, makes an invaluable contribution to the progress of economic science. Pittsburgh can be proud of those commercial teachers in her high schools who have written texts of such superior merit that Departments of Commercial Education in many other large cities are using these texts for classroom instruction.

Pittsburgh a Commercial Center

Pittsburgh is known as the hub of the industrial universe, but careful surveys prove that Pittsburgh's metropolitan area is a much greater commercial center than a manufacturing center. Industrial Pittsburgh has few steel mills, but in the heart of commercial Pittsburgh are to be found the offices, the buying and selling end of this world-famous industry. Industrial Pittsburgh does not manufacture a single motor car worthy of the name, but commercial Pittsburgh has an enormous turnover in automobiles. The typewriter has revolutionized the office practice of the world. Not one of the five standard makes of typewriter is manufactured in industrial Pittsburgh, but if you are in need of a typewriter you will have to turn to commercial Pittsburgh to find the commercial offices of this industry.

Five-Year School of Commerce

The year 1928 rounds out sixty years of service for the Department of Commercial Education in the City of Pittsburgh. In August, 1868, the Central Board of Public Education decided to try the experiment of extending the usefulness of our schools by creating a Normal Department and a Commercial Department. At that time, Pittsburgh's iron and steel industry was little more than in its infancy. But growing with the strides of an infant Hercules, Pittsburgh now ranks first in the world's iron and steel production. Sixty years' industrial and commercial growth has meant sixty years' educational growth. And educational growth should not only keep pace with the Pittsburgh of today but should prepare for the greater Pittsburgh which is to be.

With far-seeing vision, Dr. William M. Davidson, superintendent of Public Schools, is justified in advocating for this city, in the

(Continued on page 360)

Shorthand and Typewriting Fulfill the Cardinal Principles of Secondary Education

By C. F. Hainfeld, M. A.

Union Hill High School, Union City, N. J.; Director, Teacher Training, Draughon's Business and Commercial Teachers' Institute, Atlanta, Georgia

(Concluded from May issue)

LAST month I attempted to show that the subjects of shorthand and typewriting could be justified in the secondary schools on the basis of the seven cardinal principles as laid down by the National Education Association. These principles were enumerated as follows:

1. Preservation of Health
2. Command of Fundamental Principles
3. Worthy Home Membership
4. Vocation
5. Citizenship
6. Worthy Use of Leisure
7. Development of Ethical Character.

Shorthand and typewriting have always rested their claims upon their high utilitarian value, but it is becoming recognized that both subjects can be extended beyond their purely vocational intent. It is my purpose to show how they can be put to use to meet each of the cardinal objectives as determined by the leading educators of the country.

Last month I dealt simply with the grounds of justification—the skills, habits, and ideals which need to be built for this purpose. Following are the materials of instruction required to meet these ends.

Materials That Fulfill the Principles Named

Since some of the materials given may fulfill more than one principle, the numbers at the end of each section indicate the principles (given in last month's issue) which that paragraph will fulfill.

I. Review of the principles of Gregg Shorthand, using the Gregg Manual and Markett's, Word and Sentence Drills in Gregg Shorthand. Special exercises prepared by teachers at New York University and Draughon Teachers' Institute—A-1-a.

II. Drills on the use of the parts of the typewriter, using New Rational Typewriting and Typewriting Speed Studies—A-1-c.

III. Drill on the arrangement of the letters of various lengths, using New Rational Typewriting—A-1-c; A-3-a-b.

IV. Dictation and transcription of business letters of various lengths, using Rational Dictation (McNamara & Markett), and Constructive Dictation (Gardner)—A-3-a.

V. Reading of articles in shorthand on:

1. Citizenship
 - a. From Advanced Practice in Gregg Shorthand
 1. Democracy
 2. Law and Liberty
 3. What is a Patent?
 4. International Arbitration
 5. Congressional Procedure
 6. Abraham Lincoln
 7. Credit
 - b. From Creeds of Great Business Men—B-1-b.
2. Worthy Home Membership
 - a. From Advanced Practice in Gregg Shorthand
 1. Cramped Lives
 2. Education of the Wage Earner
 3. The Building and Loan Association
 4. Make Your Money Work for You
 - b. Letters from a Self-Made Merchant to his Son—C-1-b.
3. Worthy Use of Leisure
 - a. From Advanced Practice in Gregg Shorthand
 1. Leisure Hours
 2. Reading Aloud
 3. American Literature
 4. The Dangers of Novel Reading
 5. Educating Oneself—D-1-b.
4. Preservation of Health
 - a. From Advanced Practice in Gregg Shorthand
 1. Investigating the Nutritive Value of Meat
 2. The Names of Disease
 3. The Food Supply
 4. Is Sugar Healthful?
 5. Diet—E-1-c.
5. The Development of Ethical Character
 - a. From Advanced Practice in Gregg Shorthand
 1. Thoroughness
 2. Beauty of Conduct
 3. Extravagance
 4. Work
 5. What Discontentment Will Do—G-1-b; G-3-b.

VI. Dictation of Articles on

1. Citizenship
 - a. From Expert Shorthand Speed Course (Gregg)
 1. Democracy
 2. Law and Liberty
 3. What is a Patent?
 4. International Arbitration
 5. Congressional Procedure
 6. Abraham Lincoln
 7. Credit
 - b. From Creeds of Great Business Men—B-1-a.

2. Worthy Home Membership
 - a. From Expert Shorthand Speed Course
 1. Cramped Lives
 2. Education of the Wage Earner
 3. The Building and Loan Association
 4. Make Your Money Work for You
 - b. From Letters from a Self-Made Merchant to his Son—C-1-a.
 3. Worthy Use of Leisure
 - a. From Expert Shorthand Speed Course
 1. Leisure Hours
 2. Reading Aloud
 3. American Literature
 4. The Dangers of Novel Reading
 5. Educating Oneself—D-1-a.
 4. Preservation of Health
 - a. From Expert Shorthand Speed Course
 1. Investigating the Nutritive Value of Meat
 2. The Names of Disease
 3. The Food Supply
 4. Is Sugar Healthful?
 - b. From current magazines and newspaper articles on Health—E-1-a.
 5. The Development of Ethical Character
 - a. From Expert Shorthand Speed Course
 1. Thoroughness
 2. Beauty in Conduct
 3. Extravagance
 4. Work
 5. What Discontentment Will Do
 - b. Articles from current magazines and newspapers—G-1-a; G-3-a.
- VII. Copying on the typewriter from current magazines and newspaper articles on Citizenship, Worthy Home Membership, Worthy Use of Leisure, Worthwhile Health Habits, and the Development of Ethical Character—B-1-c; C-1-c; D-1-c; E-1-b; G-1-c; E-3-b.
- VIII. Through classroom drill by giving specific drill develop knowledge of spelling, punctuation, capitalization, proper use of English, and penmanship—F-1-a-b-c-d-e.
- IX. Through classroom drill to build skills in spelling, punctuation, capitalization, proper use of English, and penmanship, using Words (SoRelle)—F-2-a-b-c-d-e.
- X. By means of the "reading back" of shorthand notes and reading from Graded Readings and Speed Studies, the skill in reading of shorthand—A-2-c.
- XI. In the classroom, by means of drill to inculcate ideals of accuracy in spelling, punctuation and capitalization, and neatness in penmanship—F-3-a-b-c-e.
- XII. Through the "reading back" of shorthand notes, to develop the ability to read—enunciation and expression—F-2-f.
- XIII. Shorthand notes should always be checked for accuracy and neatness to inculcate these ideals—A-3-a-d.
- XIV. Transcripts are checked for arrangement, neatness of transcript, neatness in typewriting, the accuracy of the transcript, spelling and punctuation—A-1-d; A-2-d; F-1-a-b-c; F-2-a-b-c; F-3-a-b-c; A-3-b-c-e.
- XV. By means of classroom exercises the student learns the proper position at the desk, the proper method of using the shorthand notebook—A-1-b.
- XVI. By means of the practice exercise in the New Rational Typewriting, the students are taught the proper methods of using the typewriter—A-1-c.
- XVII. Students should be "timed" when transcribing, in order to develop the skill of rapid transcribing—A-2-e.
- XVIII. The classroom should be organized as a democratic organization and as far as possible a self-governing body that the students may build the necessary skills of citizenship, and, through this organization, ideas of honest respect for laws and those in authority should be developed—B-2-a; B-3-a; G-2-a.
- XIX. Students should be encouraged to use the typewriter at home in the writing of checks, drafts, etc., and in copying articles worthy of preservation—C-2-a.
- XX. Students should be encouraged to use shorthand in copying and preserving worthwhile articles in shorthand—C-2-b.
- XXI. Articles dealing with family life and with respect for authority, should be dictated from current newspapers and magazines—C-3-a-b.
- XXII. Students should be encouraged to use shorthand as a leisure activity, by taking notes of important addresses on public occasions, and over the radio—D-2-b-c.
- XXIII. The value of shorthand as an aid in the study of History, English, etc., should be brought to the attention of the students, and drill given in these activities—D-2-d.
- XXIV. When students "read back" shorthand notes attention should be given to enunciation and the use of English—F-1-f; F-2-d; F-3-d.
- XXV. Outside reading of printed shorthand should be required of the students to develop skill in reading and to develop a desire to read shorthand as a leisure activity—D-2-a.
- XXVI. Dictation of articles from newspapers and current magazines, dealing with Health activities and the development of Character—E-1-a; G-1-a; G-3-a.
- XXVII. In the position at the typewriter and also in taking dictation care should be taken to build skills in Health habits—E-2-a; E-2-b.

These materials of instruction are given as suggestions. Teachers of shorthand and typewriting will undoubtedly, with the aid of these, be able to find others that will help to make shorthand and typewriting more completely take its place in a democratic society—training for a Vocation, Citizenship, Worthy Home Membership, Worthy Use of Leisure, Preservation of Health, in the Command of Fundamental Principles, and the Development of Ethical Character.

Have We Your Correct Address ?

Be sure to give us your proper address for the balance of your subscription order before leaving school so that magazines for September and following issues may be rightly directed. Mailing lists are made up on the 15th of the month before issue. Please keep this date in mind when notifying us of changes of address.

Indexes to the *American Shorthand Teacher* and the *Gregg Writer* will be ready July 1. If you want a copy give us your summer address, so that it will be sure to reach you.

CONVENTIONS

Iowa Research Conference on Commercial Education

(Concluded from the May issue)

MR. LUCIEN B. KINNEY, Johnson High School, St. Paul, Minnesota, has made an extensive survey of commercial arithmetic requirements found in business houses, to determine what type of instruction will make the pupil more efficient. He secured blanks and forms from various firms to enable him to better meet their demands. He gives his pupils the meanings of terms used in business and explained how dividends, margins, futures, etc., are determined, always keeping in mind speed and accuracy, since many business houses now pay on a quantity basis.

Commercial Contests

Mr. Clay D. Slinker, director of Commercial Education, Des Moines, Iowa, gave A Survey of Commercial Contests. He sent out a questionnaire to sense the field as to state or district contests, and found opinion very much divided on their value. General sentiment seemed to favor class contests rather than those for individual elimination. Many school authorities think a teacher cannot train winners without neglecting the class. However, a number of authorities favor typewriting and other contests for the same reason that general athletics is favored. His conclusion is, the object being to improve teaching: If proper standards are maintained, group contests are desirable.

Minnesota Survey

The survey of commercial education in Minnesota was considered by the Committee of Awards of the National Commercial Teachers' Federation the most outstanding event of the year, and Dr. F. J. Weersing, School of Education, University of Southern California, who made this survey, was awarded the Wheeler prize. Dr. Weersing discussed this survey in considerable detail, particularly emphasizing the part pertaining to occupations, part-time study, etc. The general trend in Minnesota

and elsewhere today is from traditional training to commercial education. A majority of superintendents and principals put the "general" aim first and the "vocational" second. The development of commercial work has only begun and while Dr. Weersing is not engaged in the commercial field, he stated positively that the possibilities of this field are the greatest of all. At present there is lack of supervision, no provision for vocational guidance and placement, lack of standardization as to objectives, course of study, class periods, etc., which makes the field unlimited.

Typewriting in Wisconsin

Miss Jane E. Clem, head of the Typewriting Department, State Teachers' College, White-water, Wisconsin, has made a survey of typewriting in Wisconsin and placed an abridged report in the hands of those present. She found that the commercial course is the most popular in all high schools and the enrollment is increasing, while in other courses it is correspondingly diminishing. Ninety-five per cent of all the schools in the state offer shorthand and typewriting. There is lack of standardization, high-power salesmanship plays too strong a part, there are too many kinds of typewriting machines used, and many expensive machines of various kinds are bought, which are useless for class instruction.

Shorthand and Typewriting in Kansas

A survey of shorthand and typewriting in Kansas was shown by charts and on the screen by Miss Adelaide Kauzer, Department of Commerce, Kansas State Teachers' College, Emporia. She found that training in office technique is particularly deficient in the schools of the state. There are not enough definite objectives. Too many schools leave the curriculum to the teacher, thus making a change every time they change teachers. Ninety-one per cent of the commercial teachers in Kansas are trained in state schools, and this percentage is increasing.

Practice Tests in Bookkeeping

Mr. Paul A. Carlson, head of the Accounting Department, State Teachers' College, Whitewater, Wisconsin, explained and illustrated Practice Tests in Bookkeeping. Reliability and validity are most essential in all tests. Scientific testing is still in the formulative stage, but sufficiently standardized so that teachers can make valuable comparisons. Pupils should not be eliminated for low score, but prescribed for and helped to succeed. Following a fixed routine does not lead to anything new, but hinders invention. Tests make a happy relation between the student and teacher.

Following the Student Into Business

From the Far West came Alfred Sorenson, supervisor of Commercial Training at the University of California, Berkeley. In collaboration with John W. Edgemond, director of Commercial Subjects, Oakland, California, he has recently made a follow-up of commercial students from their respective institutions to determine the extent to which graduates have found their training of value in securing and holding a position, also to determine the extent to which Smith-Hughes graduates enter the trades for which they have been trained. They also wished to determine the relationship between majors taken in the high school and the universities. Their schools keep a case history of every pupil and also conduct a placement bureau.

Reading Tests in Shorthand

Miss Ann Brewington, College of Commerce and Administration, University of Chicago, described An Illustrated Reading Test in Shorthand and gave an analysis of difficulties. Many of these she has worked out to fit the individual needs of the class and student, which procedure she recommends to others.

Rhythm in Typewriting

A Coöperation Experiment with Rhythm in Typewriting was discussed through charts and diagrams by Benjamin S. Entwisle, Experimental High School, University of Iowa. The pivotal point of his discussion was a graph to show that in two classes of forty each a higher peak was reached by that group ignoring rhythm than by the other group giving particular attention to rhythm. Mr. Entwisle did not describe the procedure followed in these experiments, confining himself strictly to results as shown by graphs, nor did he have any definite conclusions to offer, although he seemed to favor the non-rhythm group.

Mr. Rupert P. SoRelle, of the Gregg Publishing Company, New York City, who is himself the author of a well-known series of typewriting textbooks, and rhythm records, cited facts as reported by thousands of teachers throughout the world who by actual experience have greatly increased both the efficiency and the accuracy of their pupils by emphasizing the value of rhythm. He said that the whole purpose of rhythm in typing was to develop smooth, accurately-timed stroking, which in turn made for evenness of touch, accuracy, and greater output; that the music records, owing to the distinctive marking of the beats, greatly influenced even stroking, and moreover were stimulating and increased production.

Social Features

An agreeable feature of the entire meeting was the provision made for luncheons, dinners, and informal conferences. There was an open meeting of the Pi Omega Pi, an informal dance, and the informal discussion for men.

Analyzing Typing Textbooks

Miss Esther F. Debra, Liberty Township High School, Clayton, Indiana, illustrated by charts and screen an analytical study of typewriting textbooks. She discussed the variance of method as presented in the various texts. She thinks all authors should agree, as there must be one best method, and plead for the Elysian day when all may agree and the lion and the lamb shall lie down together.

The "Family Group" Experiment

A very interesting number was The Family Group Method of Teaching Shorthand, explained by Earl G. Barnhart, Washington, D. C. This experiment was conducted last summer by Mr. and Mrs. Barnhart at Columbia University. The practice teacher was seated beside each pupil. Reading shorthand should precede all other processes. The basic idea is to see the thought rather than the symbol. The teacher should use selective vocabulary such as the Horn list. The pupil must be as facile in reading shorthand as when reading print. Thought processes must follow the action of the hand.

Prefixes and Suffixes in Shorthand

Mr. D. D. Lessenberry, principal of the Evening High School, Pittsburgh, Pennsylvania, discussed Prefixes and Suffixes Most Commonly Used in Shorthand. As a basis he used the Horn list of three thousand words. In his teaching, the prefixes and words of high frequency are taught first, while infrequent prefixes and words are held back for new material dictation. Developing speed is worth-

less without the ability to transcribe, and transcribing ability comes from word familiarity.

Mr. Rupert P. SoRelle suggested that we have been devoting too much time to discussing inconsequential things, which time had better be spent in skill development which has a practical value. He pointed out that the prefixes and suffixes, even of infrequent occurrence, serve a useful purpose in providing rapid and legible forms for certain groups of words—words which are likely to crop up at any moment in dictation; that, owing to the arrangement of these prefixes and suffixes in analogical form, the work of learning was greatly reduced. As an illustration he took the list of prefixes used ten or more times in the Horn list of 3,000 words, which were listed separately by Mr. Lessenberry, and showed how by this grouping it was reduced more than one half—*con, com, coun* comprising one group represented by the same sign. In another group he showed how, by a simple expedient of omitting the vowel, five prefixes were easily learned. He thinks that such studies are useful to teachers because they place these factors in correct perspective, and he referred to the study he had made of the original Horn list of 4,578 common words in which the frequencies of prefixes and suffixes did not materially differ from those in the 3,000 list, and how these findings were incorporated in the Junior Gregg Shorthand Manual.

A New Conception of Office Practice

Conclusions from A New Conception of Office Practice refers to the study of Dr. F. G. Nichols, Harvard University, and was discussed by E. A. Zelliot, Roosevelt High School, Des Moines, Iowa. Dr. Nichols interrogated six thousand office managers through the medium of a very extensive questionnaire, touching upon every point pertaining to commercial education. Some of his conclusions are: There must be closer coöperation between schools and offices. There should be city and state directors of commercial education. Business men and educators need a job terminology to facilitate their discussions and understanding. Instruction should definitely lead to the job. Office training should be general rather than specific.

Junior High School Survey

One of the most informational numbers was given by J. O. Malott, Specialist in Commercial Education, United States Bureau of Education. He distributed a mimeographed condensation of his National Survey of Commercial Education in the Junior High Schools. Everyone interested in commercial education should have a copy of these tables. Among many other things of vital interest was the

table showing that in the United States there are 444 junior high schools teaching junior business training; 114 office practice; 286 commercial geography; 129 business English; 18 industrial history; 496 commercial arithmetic; 467 penmanship; 410 spelling; 108 shorthand; 430 typewriting; 301 bookkeeping; 3 machine calculation; 25 filing. Mr. Malott's research is most definite and abounding with interest.

Finger Gymnastics

An Experiment in Finger Gymnastics in Touch Typewriting was the subject of Arnold R. Crews, Commercial Department, Palmyra, Missouri. He believes in strengthening and developing finger action through finger athletics. He had a series of charts to show that pupils using gymnastics score 217, as against 181 for a non-gymnastic class. A non-gymnastic class passed the Blackstone test at the end of six months, while the gymnastic class passed it in four months.

Iowa Survey

Dr. E. G. Blackstone, Professor of Commerce, University of Iowa, discussed and illustrated his follow-up on three thousand Iowa commercial students. He found an increase in calls for clerical, selling, and messenger jobs for boys. He found that stenography leads among all studies for girls, and there is also an increased call for training in selling and general clerical work. Many students do not stay long as stenographers or bookkeepers, but make these subjects a promotional avenue, shorthand leading on account of the intimate nature of the work.

Three Approaches in Teaching Shorthand

A Comparison of Three Approaches in Teaching Shorthand—the Direct Method, the Writing Approach, and the Reading Approach was very effectively discussed by Miss Katherine Munkhoff, Grant High School, Cedar Rapids, Iowa. She has made an extensive investigation to determine the possibilities of each method and found something good in each, although she did not take a definite stand for any of them. She has, however, been able to develop the transcript habit from the first day. She advocates a year of typewriting before beginning shorthand. She showed some charts illustrating the skill of her pupils in transcribing from shorthand, and her whole talk was most informational and inspirational.

Teaching Materials

This was followed by a discussion by Mr. A. A. Miller, dean of the School of Commerce, North Texas State Teachers' College, Denton,

Texas, in which he asked the representatives of the Gregg Publishing Company why material is not available which is adapted to the various methods of presentation. Mr. Rupert P. SoRelle replied that the company is very much interested in all research that has been made, and that the research department of the Gregg Publishing Company has made and was continuing to make very extensive studies; but that up to the present, while there are many experimental methods which contain merit, still there are so many that not any one has yet developed outstanding merit. As an illustration he pointed out that Mr. Barnhart in his talk in the morning gave the results of one approach in teaching which he frankly stated had not been fully developed, while Miss Munkhoff, of Cedar Rapids, had obtained excellent results with a method that was diametrically opposed. "After all," he said, "these are methods of teaching and do not affect the

textbook, which must present the principles of shorthand in a logically organized way and leave opportunity for the teacher to develop whatever method of presentation and practice he finds most effective." He said that the publishing company stood ready, as it always had, to supply materials sufficiently pliable to be adaptable to different teaching techniques.

Official Report to be Published

It has been very difficult on account of limited space in which this report must necessarily be printed to make it sufficiently definite. Every address was well worth being printed in full, but this, of course, is impossible. The papers will be published, it is understood, in the official report of the Conference. Another meeting will no doubt be held one year hence, and in order to derive full benefit, its session should be attended.

North Louisiana Commercial Teachers' Association Organized

THE North Louisiana Commercial Teachers' Association was organized March 10, at a luncheon held at the Hotel Washington, Shreveport, Louisiana. This should be the beginning of a forward march for commercial education and commercial teachers from Alexandria to the state line, north. Much enthusiasm for the new organization was manifested.

The following were present at the luncheon: Mrs. J. W. Norton, president of Norton Business College, Shreveport; Mrs. C. Barnett Bass and Miss Beulah McKay, Draughon's Business College; Mr. W. D. Parsons, Mrs. H. C. Ebersole, Miss Edwena Guynemer, Mrs. D. D. Bell, and Mrs. J. R. Turner, Miss Lynn's School, Shreveport; Miss Eva Reid, Minden High School, Minden; Miss Alice Louise Smith, Ouachita Parish High School, Monroe; Mrs. W. D. McAlone, Byrd High School, Shreveport; Mr. C. W. Rhoads, Mrs. Strout,

and Miss Fairy Lynn, Centenary College, Shreveport.

The following officers were elected:

President, C. W. Rhoads, Centenary College, Shreveport
Vice-President, W. D. Parsons, Lynn's Business College, Shreveport
Secretary, Alice Louise Smith, Ouachita Parish High School, Monroe
Business College Membership Chairman, Beulah McKay, Draughon's Business College, Shreveport
High School Membership Chairman, Eva Reid, Minden High School, Minden
Program Chairman, Mrs. J. W. Norton, Norton Business College, Shreveport

On May 19, the second meeting was held in Shreveport. On the same date the Official State Typewriting Contest was conducted, the North Louisiana Commercial Teachers' Association giving a place on their program to the contest.

A Three-Day Meet—I. E. E. A.

THIRTY years! For this length of time the educators of four big western states, Montana, Idaho, Oregon, and Washington have dedicated three days of the spring vacation week to the sessions of the Inland Empire Education Association.

This year the thirtieth annual convention met under the able leadership of President M. J. Elrod, of the Montana State University. The national speakers who gave special zest to the meetings this year were Dr. William

McAndrew, of Chicago, Dr. W. H. Burton, of New York, and Miss Cornelia Adair, of Richmond, Virginia. Even the newspapers granted this convention to be the largest and best in thirty years.

The officers elected for the coming year are:

President, Supt. D. E. Wiedman, Bellingham, Washington
Vice-President, R. J. Cunningham, Helena, Montana
Secretary, J. A. Burke, Spokane, Washington
Treasurer, L. D. Baker, Davenport, Washington
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The commercial section was led by an able chairman, Mr. Austin P. Coburn, of the Hill-yard High School, Spokane. Mr. James L. Stone, president of the Spokane Chamber of Commerce, gave a business man's point of view of Government in Business.

Mr. Charles E. Baten, who has but recently left the ranks of teaching, gave a snappy talk that combined ideas of the teacher and the business man. His topic was "The Demands of the Business World."

From Dean William E. Cox, of the Business Administration Department of the University of Washington, came the academic contribution, under the title, "Purposes and Curricula of Collegiate Schools of Business."

Mr. Hessler, of Cheney State Teachers College, was elected Chairman for next year, with Miss Marie McCarthy, of Washington State College, Secretary.

C. E. A. of New York

THE Commercial Education Association of New York and vicinity held its annual meeting on April 5. The following officers were elected for the coming year:

President, Alexander S. Massell, Central Commercial Continuation School

Vice-Presidents, Mrs. Evelyn W. Allan, Girls' Commercial High; S. B. Koopman, Theodore Roosevelt High

Treasurer, Simon J. Jason, Walton High

Secretary, H. C. Schermerhorn, Merchant and Bankers School

This organization is made up of local teachers' associations interested in commercial training and business houses looking toward a closer coöperation between the commercial teaching profession and the business world.



Commercial Education in Pittsburgh

(Concluded from page 352)

near future, a highly specialized, segregated High School of Commerce offering a five-year course to those students who may desire to do more intensive work in the field of business and commercial education.

A segregated High School of Commerce affords its students numerous opportunities to enter the business world fully equipped to take front rank. It should be apparent that a school devoted to a purely commercial curriculum creates an atmosphere where a business-like attitude is maintained, where singleness of thought and purpose are dominant, and where greater solidarity in the faculty effects stronger coöperation among teachers and students.

Summer School for Commercial Teachers



Beginning June 4, divided into two terms of five weeks each. Will offer work for experienced and inexperienced teachers who may want to improve their professional standing or increase their salaries or secure a position or get a better one than they have or add to their educational status or earn more college credits. Twelve hours of credit offered, accepted by the University of Kentucky hour for hour. Probably more teachers will be in training here this coming summer than will be assembled in any other one place in America. Rates for board and tuition very reasonable. Write for particulars.

**COLLEGE of COMMERCE
OF THE
BOWLING GREEN BUSINESS
UNIVERSITY
BOWLING GREEN, KY.**

*Excursion to Mammoth Cave
and Lookout Mountain.
Each inexpensive.*

Thirtieth Annual Convention Eastern Commercial Teachers' Association

Hotel Pennsylvania, New York City

April 5, 6, and 7, 1928

New Officers

PRESIDENT: Seth B. Carlin, Packard Commercial School, 253 Lexington Avenue, New York City
VICE-PRESIDENT: Miss Kate Fee, High School, Collingswood, New Jersey
SECRETARY: Alexander S. Massell, Principal, Central Commercial Continuation School, New York City
TREASURER: Arnold M. Lloyd, Banks College, Philadelphia, Pennsylvania

Executive Board

Dr. Paul S. Lomax, School of Education, New York University
Dr. Edward J. McNamara, Principal, High School of Commerce, New York City
John M. Robinson, Burdett College, Boston, Massachusetts
Alexander Pugh, High School of Commerce, New York City
George L. Hoffacker, Boston Clerical School, Boston, Massachusetts
Harry I. Good, Hutchinson High School, Buffalo, New York
Irvin L. Lindabury, Burdett College, Boston, Massachusetts

Place of Next Meeting—Philadelphia

General Sessions

Report by E. Lillian Hutchinson

SOME of the High Spots We Remember:
—Rare samples of New York's most sparkling and intriguing summer (not spring) weather.

A registration of 875 enthusiastic and earnest co-workers.

The exhaustive (and, yes, we admit it, the exhausting) program packed with inspiration and clear thinking.

The high calibre of the speakers.

Every session beginning and ending on time!
The pandemonium-let-looseness of the New York Stock Exchange in the midst of a meteoric market.

The spaciousness and the modernistic beauty of the WEAF-WJZ broadcasting studios, and the smoothness with which their full schedules are run off.

The length of the "A" board at the Long-acre telephone exchange, the ultra-refinement of the technique of modern telephony, and the fact that one station alone suffers a loss of \$2,000 a month from counterfeit coins and slugs put into its slot machines.

Research as Applied to Commercial Education was the general theme of the convention. Fortunately for those who could not attend, as well as for those who did, the many noteworthy papers presented are to be collected and printed as the 1928 Yearbook, to be entitled "Foundations of Commercial Education," being the first of a series of three, together to be called "Basic Studies Series in Com-

mercial Education." We are informed that this first yearbook will be published in time for use in summer sessions, for which it has been requested. Copies will be available July first.

This Yearbook is divided into two main parts. Part I deals with the principles of commercial education from the standpoint of business and of education. Part II deals with classroom research material and problems.

Opening Session—Thursday Afternoon

Mr. David J. Kronback, general manager of Franklin Simon & Company, one of New York's outstanding department stores, gave the address of welcome on behalf of the merchants of New York City. Merchants, he said, are vitally interested in the whole commercial education movement, because it has, by its organized curriculum, contributed so vitally to the welfare of the stores. Merchants are most appreciative of the efforts of the schools to adjust and train the child for a commercial life.

Mr. Irvin L. Lindabury, of Burdett College, Boston, made a witty and graceful response to this welcome.

The principal address of this session was made by Dr. W. H. Kilpatrick, of Columbia University, who spoke on A Philosophy of Commercial Education. He pointed out that the community must desire for the child the same training as a wise parent would desire

for it, else the aim is not that of a true democracy. His conclusions on the requirements of the curriculum were:

(1) We must begin where the learner is; (2) we must avoid deferred values; (3) we must heed the individual differences of the child; (4) we must prepare the child for an intelligent consumption; (5) Book-keeping should not be overemphasized in the curriculum; (6) English and History should be taught in a way to utilize the students' interests and knowledge—adapting them to the needs of the commercial pupil does not mean a lowering of standards; (7) needless segregation of commercial students from academic ones should be avoided, especially in student activities; (8) a mind-training basis is not sufficient for putting any course in the curriculum.

Dr. Paul S. Lomax, of New York University, president of the Association, then spoke of the Purposes and Nature of the 1928 Yearbook, stating that this is only one of several efforts to make a thoroughgoing study of commercial education.

Since the character of commercial programs is in such a state of flux, it is necessary that scientific research be conducted and education reconstructed on the basis discovered. Dr. Lomax was especially proud of the number of outstanding educators gathered for this study and of the fact that everyone approached had complied with the request made of him.

Annual Banquet and Dance

A glance at the banquet photo would show a vast assembly of broad grins, denoting the mood in which everyone sat down to that ample and well-served repast, under the arrangement of Mr. I. E. Chase, of the United States Secretarial School. And this event, too, began on time, so that those who strolled in at 7 or 7:30 found that they had missed some of the courses. Jimmy Lent and his Society Orchestra "lent" to the peppiness of the occasion, as did the community singing between courses and the clever entertainment provided by the Bonnie Laddies from Station WJZ, who received much applause.

Dr. Edward J. McNamara, principal of the High School of Commerce, New York City, was the able and witty toastmaster, who held all the speakers down to a rigid three-minute schedule. The following responded: Dean John T. Madden, of New York University; Dr. Roy B. Kester, of Columbia University; Dean Joseph C. Myer, of the School of Commerce, St. Johns College, Brooklyn, New York; Professor Hugh O'Reilly, of School of Commerce, Fordham University; Mr. Alexander Pugh, of High School of Commerce, New York, for Dean George W. Edwards, of the College of the City of New York; and Mr. Charles T. Smith, of Kansas City, Missouri, president of the National Commercial Teachers' Federation.

The evening was rounded out with dancing, and few there were who could resist the music of the excellent orchestra.

Friday Morning Session

Dr. Wesley C. Mitchell, of Columbia University, who was to have spoken on Commercial Education and the Scientific Spirit, was unable to be present, but his paper will appear in the yearbook.

Dr. Everett S. Lyon, of the Institute of Economics, Washington, D. C., spoke on Research as Applied to Business. He stated that "research" and "surveys" are today magic words, and physical science, social science, every department of business, and even family and religious life, are being subjected to their studies. Consciously or unconsciously every business conducts some form of research, that of the accounting and statistical departments being the commonest. The ingenuity of the personnel of the firm determines the benefit of the work to the company. Among the sources of help Dr. Lyon mentioned the research bureaus of various universities, non-academic bureaus, the United States Government bureaus, and the Federal Reserve Board. He defined the limitations of research as follows: Many desired figures are still uncompiled; research is slow, expensive, and if carried on by a large organization is only partially useful to a particular business. He concluded that it is doubtful if every business man can ever be furnished with all the material he needs, because of the element of competition.

Annual Luncheon and Testimonial Dinner

Miss Mabel S. Hastings, vice-president of the Association, presided at the luncheon in honor of the former presidents. For some reason or other fewer past presidents than usual were at this year's meeting. Following the luncheon Miss Hastings proceeded to command the "young men" to rise when their names were called and "to remain standing until I am through with you." But nothing worse happened!

Mr. S. C. Williams, president of the Association in 1908, and one of the leaders of progressive business education since the early days, told interestingly of the struggles of the pioneers, of their efforts to broaden and perfect commercial education, and of their aims, which are now in many cases just beginning to be realized. He expressed the hope that means would be found while these pioneers still are with us to get at first hand the facts and figures of early commercial education.

On Friday evening a large group assembled at the Hotel Woodstock, to do honor to the 1928 President of the E. C. T. A.—Dr. Paul S.

Lomax. The affair was arranged by the Commercial Teachers' Club of New York University, but many of "Paul's" other friends were there to contribute their share to the general acclaim of his work and efforts.

Mr. Seth B. Carlin, principal of Packard School, and a member of the teaching staff of New York University, presided. Mr. Charles F. Hainfeld presented Dr. Lomax with a beautiful watch as a token of esteem and good will.

With characteristic sincerity and feeling, Dr. Lomax expressed his gratitude, confessing that his mind was closed on but one thing, and that was that "education is the greatest work to which a man can dedicate his life;" and "We can forget ourselves, but how can we forget education? How can we forget the boys and girls with whom we work and whom we help to realize great life values?"

Saturday Morning Session

At the business meeting an amendment was unanimously adopted to Art. III, Sec. 4, of the constitution, providing that the retiring president of the Association automatically become *ex-officio* a member of the executive board for one year.

Two resolutions were presented by Mr. Leonard H. Campbell, principal of the Commercial High School, Providence, Rhode Island—one expressing appreciation to the executive board, the committees, the speakers, the firms, the press, and the hotel, for their wholehearted coöperation for the success of the convention; and one expressing sympathy

to the families of the following members of the Association who had died during the year: Senator W. N. Ferris, Mr. A. N. Palmer, Mr. Isaac Dement, and Mr. M. H. Bigelow. Those present were asked to stand in silence for a minute as a tribute to these members.

Then followed three outstanding addresses. Dean John W. Withers, of New York University, spoke on Science and Research as Applied to Education. He pointed out that today science is influencing education both directly and indirectly, but the indirect influence is strongest. Among these are the changes in curricula, the coördination of all phases of the individual's interests, and an increasing emphasis on the democracy of education.

Dr. Lee Galloway, formerly Professor of Commerce and Industry, New York University, spoke on Business Building for Civilization. He traced the evolution of the factors of civilization and of business. He showed that, although business early assumed a profit-making aspect, while other professions assumed an altruistic one, yet business is not a parasite on society. It has great capacity for readjustment.

President Frederick H. Robinson, of the College of the City of New York, spoke on the Future of Commercial Education. He said that up to the present commercial education had lagged far behind what it should have been, considering the place of business in our civilization. In the future it must more completely profit for all aspects of life and at different levels provide for vocational offshoots.

Secretarial Section

Report by Ethel A. Rollinson, Section Chairman

THE secretarial section of the E. C. T. A. Convention in the hands of Miss Ethel A. Rollinson, of Columbia University, as chairman was unusually well attended. The topics were timely, dealing with secretarial studies in education and special classroom problems, grouped around the general heading of research.

Research as Applied to Office Practice

After a few words of greeting, Miss Rollinson introduced Mr. Glover, economist, and associate editor of the Standard Statistical Company of New York City, who spoke on Research as Applied to Office Practice.

Research Materials for Shorthand Teachers

Mrs. Earl W. Barnhart, of Washington, D. C., started the educational research discussion with research materials for the short-

hand teacher. Her paper dealt with a summary of some of the outstanding research studies which teachers of shorthand can use for the improvement of their classroom practices. The paper made note of where the summaries of the studies may be found, the name of each research worker, the place in which the research was conducted and the findings of the research.

Transcription Problems

Mr. L. A. Rice, of the Department of Public Instruction in New Jersey, has recently completed a study of transcriptions. In this connection he spoke very ably on first-hand data as follows:

Research in transcription is one of the most comprehensive in the field of commercial education. As transcription itself is a combination of various skills, knowledges, and ideals, so research in transcription

BLACKBOARD REVIEW. Eighth Lesson—Part One

Reverse the Circle or Loop to Express R

1. Before, After, or Between Straight Lines

Comparative Word Drill

Sentence Drill

2. Between

Comparative Word Drill

Sentence Drill

3. Between a Downward Character

Between and

Comparative Word Drill

Sentence Drill

4. Adding the Letter S

5. High-Frequency Word Drill

BLACKBOARD REVIEW. Eighth Lesson—Part Two

Omit R Without Reversing

1. Obscure Sound of R

In *cr, br, ur*

2. In *cr, sr, ur*

3. In *verse*

4. In *or*

5. In *war*

6. In *war*

7. Reverse for L in These Words

9. Wordsign and Phrase Drill

embraces all research in shorthand, in typewriting, and in addition in a third factor, through which the shorthand ability and the typing ability function. This third factor is a composite process and it is difficult to give it a name which will truly reflect its makeup. Reading ability enters largely into it, not only in terms of shorthand outlines, but general comprehension of the English language.

Mr. Rice went on to speak of two bits of research, "The Standardization of Transcription Requirements," by Miss Ina Thomas, appearing in the December, 1919, edition of the *Gregg Writer* and another, "Skill in Transcribing," by Mr. Clay D. Slinker, in the *American Shorthand Teacher* of June, 1926, together with an address by Mr. Slinker before the Iowa Research Conference in Commercial Education in 1927.

Research Materials in Typewriting

Dr. Frances Moon Butts, director of Placement, Business High School, Washington, D. C., spoke on Research Materials in Typewriting.

Dr. Butts has collected research material from four conventional groupings, 37 historical studies, 381 surveys and reports, 545 philosophical discussions, 192 measurements and controlled experiments.

According to government reports, 70 establishments, employing 17,548 persons, manufactured typewriters and supplies valued at \$64,262,413 in 1925, and approximately 12,500 teachers were engaged in administering typewriting instruction to 750,000 students in 8,600 institutions, with at least a third more enrolled in night schools.

The question arises what values have contributed to this high state of development. Continuing her report she stated:

It was found that 9 1/10% of the women employed are typists, that 81% of all typists are under 25, and that the best typists are from 20 to 25 years of age.

Research on Clerical Training

Miss Dorothy Briggs, head of secretarial courses, Temple University, Philadelphia University, completed the group of research materials for the commercial teachers in her presentation of "Clerical Training." She went briefly into the development of clerical courses, with the assertion that

The first step toward the introduction of a Clerical Practice Course would be a survey of the field in which we are placing our commercial graduates. The needs of the community will determine the type of course as well as the equipment which will be desirable for your school.

She went on to speak of a survey undertaken by Mr. Katenkamp of the Forrest Park High School of Baltimore, Maryland. In brief, his findings were: first, that a large number of so-called general clerks were ex-

pected to use office machines part time; second, that over one-half of the number of high school graduates used other machines than typewriters; third, that a knowledge of filing was required of about one-eighth of the office workers; fourth, that there were as many skilled operators of office machines other than the typewriter as stenographers and bookkeepers combined.

Miss Briggs next turned to a survey of Professor Frederick G. Nichols, of the Harvard University Graduate School of Education, from which she quoted:

Careful study of the duties performed by several thousand office clerks leads to the conclusion that few confine their activities to a single type of work or even to a few closely related duties.

The equipment necessary for a clerical course is undoubtedly expensive. Professor Nichols has estimated it at about \$12,000 for thirty-six pupils.

Classroom Problems

At this point the Section turned its attention to specific classroom problems under the leadership of Mr. H. S. Schermerhorn of the New York Commercial Teachers' Association and the Merchants & Bankers School. Mr. Schermerhorn introduced Mr. John V. Walsh, chairman of the department of Stenography and Typewriting, Morris High School, New York City, who answered the question "Should We Expect Our Classroom Teachers to be Research Workers?"

Quoting from Stewart Chase, Mr. Walsh said, "A good internal research department is probably better than all the efficiency engineers ever heard of." Every classroom is a potential research laboratory, requiring a scientific attitude on the part of the teacher, since he has a complete picture of what is to be studied.

Following up the idea of Mr. Walsh that classroom teachers should be research workers, Mr. Charles F. Hainfield, Union Hill High School, Union City, N. J., indicated data in answer to the question, What are some of the important research problems classroom teachers are helping or may help to solve? Mr. Hainfield included research in secretarial curriculum, problems in secretarial studies, switchboard performance, mimeograph operation and other office machine appliances.

Mr. Walter S. Gladfelter, instructor in Temple University, Philadelphia, Pennsylvania, answered the question, What is the line of demarkation between secretaries and stenographers and what should be the essential difference in training?

Mr. Gladfelter quoted from Kilduff, "The clerk, typist or stenographer, performs pre-

(Continued on page 377)

EDITORIAL COMMENT

ON SUNDRY TOPICS

The Importance of Shorthand Skill to the Teacher

NO other features of a teacher's work have a greater inspirational effect on the students than speed and accuracy displayed by the teacher himself in writing shorthand. Despite this fact, this achievement is grossly neglected in training most teachers for their profession.

We can find plenty of reasons for this condition, but that does not alter the situation. In the first place, the teacher is concerned mainly with the theory of the system, the writing of words and phrases free from technical inaccuracies, the mastering of the details of the system, and the perfecting of his teaching method so as to get these ideas over to the student effectively.

All this work, of course, is important, but it is important only in so far as it helps the teacher to develop the *writing skill* of his pupils. As a matter of fact, many teachers spend altogether too much time on the theory of shorthand, explaining in the minutest detail many of the points in theory that the student will acquire almost unconsciously if he is only given sufficient drill in the application of the principles through plenty of reading and dictation.

To obtain the best results in teaching, the teacher should be able to write shorthand accurately at a speed that equals or surpasses the graduating requirements in the school. This skill is not only important from the viewpoint of inspiring his students by setting an example, but in unfolding to the teacher himself the processes of skill development. The latter point can hardly be overemphasized. Without going through the experience of developing skill, all one's reactions to the problem are purely theoretical. One simply does not understand the process from a practical viewpoint, and as a consequence many points in the development of theory are overemphasized and many really important points are neglected.

Shorthand is about ninety-five per cent a skill subject. The theory is remarkably simple, but the principles involved in developing the writing machinery, both mental and manual, are a far more complicated problem. No one who has not really had the experience of developing his own skill knows the best way of developing that skill in others.

At present we are giving much attention to researches, to analyzing different theories of teaching and of learning, and to the subject matter of the shorthand course, but we are not devoting as much attention to shorthand as a skill subject as we should.

Teachers should be able to develop writing skill much more quickly than the ordinary student of the subject, because they know the shorthand principles, and generally have developed a good style of writing. Moreover, they have a better background for the application of principles in skillful writing.

The objection will be raised, "I have no time to devote to developing writing skill. My time is all taken up in planning my work, in correcting the papers of students, and in attending to other details that absorb both time and energy." But it all depends on the point of view, and on the same kind of motivation that leads the student to develop his writing skill. The student, who expects to make professional use of shorthand by *using* it, knows that speed is a requirement—he has an objective clearly before him. The teacher's objective generally is perfection in method of presenting the subject and acquiring mastery of the theory and a certain degree of skill in writing—often very slowly and without the fluency that has such a tremendous effect on students.

It is not a difficult problem to work up speed. To do it simply means setting a goal and working toward it. The writer of this article learned shorthand from the author of the system. He had previously had many years of experience in teaching other systems. But what

aroused his interest and enthusiasm about Mr. Gregg's methods was the fact that Mr. Gregg was at the blackboard during the entire time of his instruction, chalk in hand, demonstrating that he could write the system which he was teaching. It was an inspiration not to be for-

gotten. His shorthand characters were beautifully formed and fluently written. On occasion he would write from dictation, merely to show how "easy" it was.

If you want to learn how to teach shorthand effectively, learn how to write it.

—R. P. S.



A Supervisor Who Believes in Coöperation

ON another page we have pleasure in publishing an article on Commercial Education by Dr. Elmer G. Miller, director of Commercial Education in Pittsburgh. Dr. Miller is well-known in the commercial-teaching profession. No other man in the country has had a broader experience in the commercial education field. His first teaching experience was in Thompson's Preparatory School; later he was instructor in Mount Morris College, Mount Morris, Illinois, for a period of four years.

Dr. Miller's first supervisory work was in the Public Schools of Mount Vernon, Ohio. After two years in that school system, he was employed by Charles Paxton Zaner, president of the Zanerian College, Columbus, Ohio. While in this position, Dr. Miller was selected by Dr. William M. Davidson, who was then superintendent of the Omaha, Nebraska, Public Schools, to supervise in that city.



Dr. Elmer G. Miller
Director of Commercial Education
Pittsburgh, Pennsylvania

During the past sixteen years, Dr. Miller has served the Pittsburgh Schools most successfully. He attributes his success largely to the efficient corps of teachers which he has been authorized to select by Dr. William M. Davidson, now superintendent of the Pittsburgh Schools, and to the free hand which has been given the school officials by the Board of Public Education in all matters pertaining to the employment of teachers for classroom instruction.

During all these years Dr. Miller has kept pace with educational progress. He received his Bachelor's Degree

in 1915; his Master's Degree in 1918; and his Doctor's Degree in 1927.

Dr. Miller is a member of the National Commercial Teachers' Federation, the State Educational Association, the National Association of Penmanship Teachers and Supervisors, and the National Education Association.



School News and Personal Notes

WE had hoped to show you this month a picture of the building in which the new Mid-West office of the Gregg Publishing Company has its commodious new quarters, in the new publishing district south of the Loop, but lack of space forbids. We do, however, invite you when in Chicago to drop in at 2500 Prairie Avenue, where a cordial welcome awaits you!



SINCE the Summer School Directory was published in our April issue, we have learned that Mr. Bernhart A. Friedman has been selected as Gregg instructor at Hunter

College, New York City. Hunter College is offering theory classes in shorthand and type-writing, as well as classes in methods.



MR. CHARLES F. HAINFELD, of Union Hill High School, Union City, New Jersey, who last year inaugurated the teacher-training course in commercial subjects in Draughon's Business and Commercial Teacher Institute of Atlanta, Georgia, has been appointed director of teacher training in that Institute. During the summer a comprehensive Methods Course in all commercial branches is offered.

Obituary

Woodbridge N. Ferris

WE regret to announce the death, on March 23, of a leader in commercial education as well as a distinguished figure in national affairs. In the death of Senator Woodbridge N. Ferris, the country loses a highly useful citizen and the commercial educational world mourns the loss of a valued leader.

Senator Ferris achieved his greatest fame as the founder and guiding spirit of the Ferris Institute in Big Rapids, Michigan. There his success as an educator was unique. Twenty thousand young men and women passed through the institute and were graduated into the business world, Mr. Ferris himself financing many promising pupils who could not pay their way in the school.

When he went into politics, he had a host of supporters and friends made in his educational career. These, with his high qualifications, soon made him a successful figure in political campaigns. He was elected Governor of his state twice, and became the first Senator elected by his party from his state in seventy years.

Mr. Ferris is known to commercial teachers as one of the early presidents of the National Commercial Teachers' Federation. His heart was always in commercial work. He was at all times an exponent of a practical education in a practical age.

Charles B. Hall

THE recent death of Mr. Charles B. Hall, founder of Hall's Business School in Yonkers, New York, ended at sixty-one a teaching career that took him all over the country. He was born in Hiawatha, Kansas, but it was in the East, at Norwich, Connecticut, and later in the far West, at Sacramento, California, that he had his early experience as a teacher of business subjects. In 1894 he acquired the Spencerian Business School at Yonkers, and the following year opened his own school. He had sold to Miss Margaret Moeller two years ago, but kept on with his teaching up to the time of his death.

John Alfred White

GARY, Indiana, is not the only place where the loss of John Alfred White will be felt, for although his immediate sphere was the commercial department of the Emerson High

School there, where he had been in charge for the past seventeen years, his activities for many years as secretary of the National Commercial Teachers' Federation made him known and beloved throughout the entire country.

Irish born, he came to this country at the age of two, and was brought up at Grand Rapids and Casnovia, Michigan. He started teaching in Jacobsonville, in 1886, then taught commercial subjects at Burlington, Iowa, from 1893 until the Gary Schools called him. Mr. White was one of the many well-known graduates of Ferris Institute.

Unassuming, but with a genius for accomplishing results and making friends, Mr. White will be long remembered by both students and associates in the teaching fraternity.

Charles B. Bowerman

AFTER a year's illness, Charles B. Bowerman, one of the best-known teachers of shorthand in the Middle West, died March 15 at his home in Detroit, Michigan.

After obtaining his B. S. degree from the University of Detroit, Mr. Bowerman taught for a few years in the high schools of Muskegon and Cleveland. In 1907 he was appointed head of the business department of the Central High School, Detroit.

His twenty years of unselfish and progressive administration of Detroit's business education and his daily personal contact with the students of his department stand out as a refreshing example of civic service. Mr. Bowerman trained two generations of young men and women to function efficiently and according to a high standard of ethics in the business life of one of our largest industrial cities.

James Washington Westervelt

NOT only in our own country, but also across the border, March has brought fatalities. Westervelt School, London, Ontario, is mourning the loss of its founder on March 21. Our good friend Mr. Westervelt was one of the pioneers of commercial education in the Dominion. He was active as principal of his school from 1885 to 1920, and was known to the profession in this country as well as in Canada. He was a man of high character and very lovable qualities.

To the family of Mr. Westervelt, and to those others in the States, we extend our sincerest sympathy.

FREE Fountain Pen for Teachers

With every order for *five* or more fountain pens we shall supply without charge one pen for the personal use of the teacher; or, if you do not care for a pen for your personal use, you may deduct 20% discount from every cash order for *six* or more pens.

When your pupils ask your advice about a fountain pen for writing shorthand, you cannot do better than to have them purchase one of the fountain pens selected and tested by *The Gregg Writer*. By taking advantage of the combined experience of many expert shorthand writers, *The Gregg Writer* has evolved a set of standards for fountain pens to be used for writing Gregg Shorthand. The special model of the Wahl pen which we offer for \$3.00 net meets all of these standards for appearance, weight, balance, flow of ink, and suitability of pen point.

-----Order Must Be Accompanied by Remittance-----

THE GREGG WRITER

16 West 47 Street

New York, N. Y.

I am enclosing \$....., for which please send me Wahl Gregg Stenographic Pens (at \$3.00 each), which you guarantee to be the same as that used and recommended by Mr. Schneider, the former World's Champion Shorthand Writer. This pen is to have a rosewood finish, a 14K gold nib, a gold roller clip, a gold filler lever, and two gold bands around the cap. If I am not entirely satisfied with this pen after using it for one week I may return it and you will refund my money.

Name Street.....

City State.....

Remarks

(Also please give us any further details of the address which should appear on the package in addition to the above information, such as a school name, or the number of an apartment.)

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

The man who never has to get over difficulties never gets very far. (13)

"Opportunity" Is In One's Self

From "Your Job"

By Harold Whitehead, of Boston University

Where is my opportunity?

This is a question which thousands of young fellows ask themselves, in one form or another.²⁰

"Is there any chance for a chap in the wool business?" was a question asked me only a week ago.⁴⁰

This and similar questions remind me of what Andrew Carnegie is reported to have said when asked by a bright⁶⁰ -eyed youngster if the peanut business was any good.

The great iron master's reply was: "Yes, if you sell enough⁸⁰ of them."

This is true of every business. Look to the people in any line of activity and you will¹⁰⁰ find prosperous, happy men.

Opportunity is not in any business—it is in oneself. Each of us has within¹²⁰ our being the source of opportunity if we will but look for it. The impelling inner force which causes one¹⁴⁰ to make opportunity where one is, is fertile in everyone.

The will-to-succeed is the fertilizer which develops and¹⁶⁰ strengthens that force which makes one his own opportunity.

Some ignorant ancient with a knack of turning pretty phrases said,¹⁸⁰ "Opportunity knocks but once at one's door." These are not the words, but they are the thought.

This wicked lie²⁰⁰ has been repeated so long that it has been accepted as a profound truth. Poppycock!

Opportunity is with us every²²⁰ day and all day. Every hour has its opportunity to him who will seek and seize it.

Success is not²⁴⁰ the outcome of "Opportunity's One Visit," but of the seizing and profiting by a never-ending series of Opportunities.

"He²⁶⁰ missed his opportunity," sigh the pessimists. He missed *an* opportunity, that's all. There are plenty more for him, unless he's²⁸⁰ a quitter.

Opportunities are like trains. If you are late for one you can get another.

Look into the antecedents³⁰⁰ of those men who prate of opportunity as a shy visitor for

whom one has to patiently wait. Find out³²⁰ how much actual business experience they have had.

You will find that the man who has made good will laugh³⁴⁰ at this single opportunity myth.

Look around today, young man. Use your eyes to observe and your brains to appreciate,³⁶⁰ and then develop today's opportunities.

They are with you now. Grab them.

Don't be scared by temporary setbacks—"failures." Here³⁸⁰ is an incident that shows how the business man looks at these things; and it shows how opportunity may be⁴⁰⁰ made to serve you.

"Have you ever been knocked down?"

An applicant for an important executive position was asked this⁴²⁰ rather remarkable question by the president of the company.

"Knocked down? I'm afraid I do not grasp your question?"

The⁴⁴⁰ president smiled slightly as he answered: "Have you ever had things go so badly with you that you've been knocked⁴⁶⁰ down—that you've been compelled to quit, to admit that you were beaten? Have you ever failed in business, have⁴⁸⁰ you ever had a series of circumstances that have, figuratively speaking, thrown you on your uppers?"

The applicant nodded his⁵⁰⁰ head slowly and thoughtfully. "I understand your question now, Mr. ———, I'm afraid I'll have to say 'yes.' Twice in my⁵²⁰ early life I 'took the count'—once was when I was sent to Europe to try to close a big⁵⁴⁰ deal. Circumstances beyond my control upset my plans and the whole deal was spoiled. Of course, I was the sufferer,⁵⁶⁰ but," the man shrugged his shoulders, "I took that chance and lost, so squealing was no use. The other occasion⁵⁸⁰ was when I was asked to take hold of a dyeing business. I was so all-fired sure that I⁶⁰⁰ could revive it that I—I rather bragged about what I could do. Well, the business was beyond saving. It⁶²⁰ died, but it pretty well put me on my back for a time."

The president looked at the young man⁶⁴⁰ in silence. After a rather awkward pause the applicant said:

"I guess my two 'black eyes' have spoiled my chances⁶⁶⁰ with you, and if so, just say the word. But I would like to say that I believe I profited⁶⁸⁰ by the mistakes—and I didn't stay in the 'down-and-out' class."

The president flicked back the lid of⁷⁰⁰ the cigar box. "Have a cigar, young man, while we talk over ways and means of handling this new job⁷²⁰ of yours."

"You mean—I'm hired?" The young man looked bewildered.

"Hired! Of course you are. I wouldn't have hired⁷⁴⁰ you if you had never failed. You would have failed some time—we all have a few serious tumbles—and⁷⁰⁰ I don't want a fellow to fall down on me. You were knocked down and got up again, and that⁷⁸⁰ shows you have the stuff in you. Now, your office will be next to mine and —"

There is one kind⁸⁰⁰ of "failure" that really will hurt you. It is the failure to get *some* kind of work—the failure to⁸²⁰ be busy. I'll illustrate by another incident.

A decent young man was facing the employment manager, looking for a job.⁸⁴⁰

"And where are you working now?" The employment manager swung around in his chair and faced the applicant, who was⁸⁶⁰ applying for an accounting job.

"Well, er," the young man moved nervously. "You see, sir, it is like this—"

"I⁸⁸⁰ see," broke in the employment manager. "Well, how long have you been out of a job?"

"This is my fourth⁹⁰⁰ week, sir."

"Hm," the employment manager pursed his lips disappointedly.

"How long a notice did you have from your last⁹²⁰ employer?"

"Two weeks."

"Hm—that means six weeks you've been looking for a job and haven't found anything."

"Well, sir,⁹⁴⁰ you see —"

"Never mind," the employment manager gazed out of the window at the drizzling rain for a moment. Then⁹⁶⁰ he said: "Leave your name and address and if I can use you, I'll let you know in a day⁹⁸⁰ or so."

Without another word the young fellow picked up his hat and went out.

"I guess he is too¹⁰⁰⁰ slow for us," the employment manager said to his stenographer. "Think of it, six weeks and never got anything at¹⁰²⁰ all to do!"

This kind of thing is duplicated all over the country every day. If a young fellow looking¹⁰⁴⁰ for a job would only realize that the average business man prefers to hire a fellow who is now working,¹⁰⁶⁰ or who at best has only just left a job rather than an applicant "not doing anything just at present,"¹⁰⁸⁰ he would hustle around and get something.

He would stand a much better chance of getting something *better*, than the¹¹⁰⁰ fellow, who has nothing, of getting *something*.

I remember a young fellow applying for a job as a salesman, and¹¹²⁰ the sales manager asked him what he was doing. With a grin the applicant said, "I'm delivering bread."

"What!" said¹¹⁴⁰ the employment manager in astonished tones.

"Sure, the concern I worked for three weeks ago closed out the territory and¹¹⁶⁰ I could not afford to sit down and wait for a job, so I took anything—just so as to¹¹⁸⁰ keep my hands in the habit of working, you see, sir."

The sales manager looked at the clean-cut young¹²⁰⁰ fellow and noticed his cheerful, aggressive manner. "You're hired," he said. "I like your spirit. A fellow who does something¹²²⁰ until the right thing comes along has

the kind of spirit that we want in our organization."

If ever you¹²⁴⁰ or your friends should be out of the kind of job you want, take anything—even if it is working¹²⁶⁰ in a tannery—rather than be out of a job. You stand a much better chance of getting a job¹²⁸⁰ if you answer the inquiry "Where are you working now?" in definite terms rather than beginning "Well, sir, it's like¹³⁰⁰ this ——" As soon as a young fellow begins that way the employment manager knows that he is going to tell¹³²⁰ you that he is out of a job, and at once his chances of landing that job are discounted.

It¹³⁴⁰ is common sense, that to get a job you need to predispose your prospective employer, or his manager, in your¹³⁶⁰ favor. But don't forget that you need to please your fellow-employee, too, if getting the job is going to¹³⁸⁰ lead to a comfortable time, with prospects of betterment ahead. I knew of one able young fellow who spoiled a¹⁴⁰⁰ good start by forgetting this.

The new man was having lunch with one of the old workers. "You only started¹⁴²⁰ working here today, didn't you?" said the old worker.

"Yes; pretty good concern this, isn't it?"

"Oh, yes, guess it¹⁴⁴⁰ is all right," said the other.

"Well, I looked over the field carefully and decided that this was just the¹⁴⁶⁰ place for me, and, believe me, I am not going to stay on the sales ledger all my life. If¹⁴⁸⁰ I am not the office manager of this shebang in five years, I've got another guess coming. Most fellows working¹⁵⁰⁰ in places are dubs. It is easy enough to get to the head of a concern if you just play¹⁵²⁰ your cards right."

"Huh," said the old worker. "You're a busy little cuss, ain't you? I've been here eight years,¹⁵⁴⁰ and I'm only head of a minor department, and I don't think that I have done so dusty."

"Oh, that's¹⁵⁶⁰ all right for ordinary fellows, but I'm going to show you fellows around here some speed and dust, believe me,"¹⁵⁸⁰ was the new man's airy rejoinder.

Six months later the new worker was surprised and amazed to find that he¹⁶⁰⁰ had lost his job. He had done good work and he undoubtedly was clever, but he was very much disliked¹⁶²⁰ by everyone around the place.

Why? Merely because he spoke too freely of his ambition, which blinded him to the¹⁶⁴⁰ fact that others also had ambitions, and the frank way in which he discussed his ambition antagonized everyone.

The way¹⁶⁶⁰ to progress in any position is to have your ears and eyes open and have your mouth closed.

By all¹⁶⁸⁰ means have the ambition to own the business some day, but don't tell anybody about it. Go out of your¹⁷⁰⁰ way in the beginning of your business career to get your fellow-worker to like you.

The worker whom everyone¹⁷²⁰ likes is the worker whom everyone boosts. The way to get along is to let others tell you what they¹⁷⁴⁰ think about. Keep your own ambitions and desires—especially those which clash with your fellow-workers—to yourself. (1758)

Vocabulary Drills

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Column One: In his address at the annual meeting the chairman suggested a plan to *amalgamate* the two societies. He stated that²⁰ the majority of the members of both organizations were *anxious* to have the *amalgamation* take place. Surely you will let⁴⁰ me have your *application* before you meet with *another accident*. The *administrator* will submit an *affidavit* of the *amount* expended.⁶⁰ Because of his striking *appearance* the murderer was *apprehended* from among the many suspects. No effort will be spared in⁸⁰ making arrangements for the *accommodation* of visitors at the Walker Cup Matches to be played in *America* this year. It¹⁰⁰ *appears* that we have an *abundant* supply on hand. (109)

Column Two: The *architect* will give us the *approximate* cost of the building to be erected on the *boulevard*. The manner in²⁰ which the *attorney* assisted the *benevolent* old lady from the *automobile* met with the *approval* of the entire *assemblage*. The⁴⁰ *cabinet* was called together to pass on the *authenticity* of the report. The commission would not *approve* of such *arbitrary*⁶⁰ methods. We have it from *authoritative* sources that this firm is *bankrupt*. His *benignant* manner prevented him from gaining the⁸⁰ confidence of the *cabinet*. Through the unceasing efforts of the *architect* you are enabled to behold a replica of the¹⁰⁰ dome of St. Peter. The *attorney* failed to *attach* the necessary postage to the package. (115)

Column Three: A *coupon* upon which was printed several vowels and but one *consonant* had been slipped into a *century* old *catalog*²⁰ which was *casually* placed in the *cosmopolitan* congregation so that a *citizen* who, though a *comparative* stranger and not a⁴⁰ *constant* or regular attendant at *church*, but who was rather *conspicuous* because of his *cordial* and *civil* manner, could procure⁶⁰ from it a book containing *conclusive* evidence of the trend of *civilization* and *count* himself most fortunate that it would⁸⁰ *coincide* with his views and *corroborate* the opinions that he had formed from his long years of experience and observation. (99)

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Column One: This curve is *dangerous*, and the placing of a *danger* signal would prevent many a *disaster*. Even though the *defendant*²⁰ is a *degenerate*, he would not attempt to *deceive* the judge. The Wisconsin *delegation* will be joined in Chicago by⁴⁰ *delegates* from other states on their way to the Democratic National Convention. Your failure to *designate* a meeting place had⁶⁰ a *demoralizing* effect on our men. It *developed* that the *deponent* was at a great *disadvantage* because of his *inability*⁸⁰ to interpret the second *covenant*. I am *curious* to know the contents of that *crucible*. We shall let the case¹⁰⁰ go by *default*. This land is all under *cultivation*. (109)

Column Two: On account of the *enormous*

amount of extra work in tabulating the returns, we must *engage* a number of *helpers*²⁰ for *election* night. After you *execute* the deed, put it and the *dividend* check in an *envelope* and mail it⁴⁰ to me. We wish to *engage* an *earnest* and *economical* English butler for the *duration* of our stay in London.⁶⁰ The *employer* will soon *discover* that there is great *dissatisfaction* among his employees on account of his *doctrine* of racial⁸⁰ *equality*. This liquid will soon *evaporate*. The labor expended is *disproportionate* to the returns received. This stock is the *equivalent*¹⁰⁰ of your holdings in the former organization. (107)

Column Three: Her husband had reported to the *executive* at headquarters. The present-day generation is wholly *ignorant* of the hardships of²⁰ our forefathers. If you would make the meaning of this *hieroglyphic* clear, you must thoroughly *illustrate* it. It seemed *inexpedient*⁴⁰ for the *executive* to *fulfill* his promise at that time. We had to pay an *exorbitant* price for this *flour*.⁶⁰ It was a *glorious* day when Old Glory was unfurled. We have *hitherto* made no effort to *illustrate* the use⁸⁰ of these *hieroglyphics*. Where did you get this beautiful *handkerchief*? The aviator soon brought his plane into a *horizontal* position.¹⁰⁰ If you would be successful, you must *fulfill* every promise. (110)

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Column One: The introduction of *iron* into the *laboratory* was of great benefit to the *institution*. The subject may seem both *incoherent*²⁰ and *incomprehensible*, but you should be *indefatigable* in your efforts to acquire a knowledge of it because it is *indispensable*⁴⁰ in the *laboratory*. The explosion, which was *instantaneous*, occurred in the *inclosure* outside of the *Institution* grounds instead of in⁶⁰ the *laboratory* as was previously stated. I *intend* to give the *iron* workers a holiday soon. After he *inherited* the⁸⁰ estate, he was given complete *jurisdiction* over the *property*. Shelby county was *legislating* against class, while Monroe county, in *juxtaposition*,¹⁰⁰ was opposed to such *legislation*. (105)

Column Two: The obedient *messenger* was chosen to carry the *manuscript* to the *legislator*. *Misdemeanor* and, likewise, *negligence* are contrary to the²⁰ law. *Luxuries* of the modern girl cannot be attributed to *logic*. The operation of the *legislature* caused much *litigation*. The⁴⁰ *legislator* did not arrive with the *manuscript* before the *legislative* assembly convened. The *obedient* servant fulfilled his *obligation* to his⁶⁰ master. The *misdemeanor* was committed by the *messenger* because he was not *obedient* to his *obligation*. The *manuscript* contained the⁸⁰ *logic* of a modern sage. The operation was due to the *negligence* of the *legislator*. If the *legislator* were faithful,¹⁰⁰ there would be no need of such *litigation*. (108)

Column Three: Parliament *promulgated* a plan to *persecute* the commons. The plaintiff proceeded to *prove* that the administrator was *partial* to the²⁰ eldest son in the distribution of the *property*. The *passenger* could not *prove* that the *parcel* belonged to him, but⁴⁰ he pre-



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E. E. Gaylord, Mgr.,

10 Peabody Ave., Beverly, Mass.

vailed upon the plaintiff not to prosecute him. The practical student will persevere until he has practiced long enough⁶⁰ to be proud of his production. He issued a prospectus of the procedure. The missionary went to darkest Africa, where⁸⁰ he proceeded to promulgate the gospel. The amount of production on the property of the prosecutor proved to be valuable.¹⁰⁰ The passenger preceded the plaintiff. (105)

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Column One: The salesman was really provoked with the punctuation of the secretary's report and refused to remunerate him for his work.²⁰ He did not qualify in the last quarter according to our rule. She could not reciprocate the affection for the⁴⁰ reason that he was repugnant to her. The president felt that his resignation was for the best interests of a⁶⁰ righteous cause, because they would not allow him to revolutionize the organization. The Government refused to remunerate the widow for⁸⁰ her losses during the Mexican revolution. The work was repugnant to both the secretary and the salesman, and they refused¹⁰⁰ to continue in the service of the company unless a readjustment was made. (113)

Column Two: The stupidity of the subaltern's testimony did little to thwart the unavoidable situation. The steady ticking of the clock did²⁰ not thwart his study of the social situation. We are thankful for your support in our struggle, and the testimonial⁴⁰ on the situation will be used as testimony in the case. The drug strengthened the patient, and he became more⁶⁰ tranquil. Please specify how many thermometers you will need. She will be thankful for any sympathy extended to her in⁸⁰ her sorrow because it will strengthen her. He gave three specific reasons for supporting our candidate. There is no change¹⁰⁰ in the situation tonight. (104)

Column Three: The volunteer offered to serve the warrant upon the wholesale firm. When the United States of America entered the World²⁰ War, various men of unusual abilities volunteered to join the army and render service to Uncle Sam. The United States⁴⁰ Warehouse Company withdrew from the association as soon as it discovered that it could not control affairs. He had a⁶⁰ versatile vocabulary, due to his knowledge of varied vocations. The very universe seemed enthusiastic over the result of the vote.⁸⁰ The variety of comments versus the verdict of the court angered the judge. This was a very unusual method of¹⁰⁰ procedure, and the verdict was very disappointing to the English countess. (111)

Initiative

Do You Exercise It?

The rarest of human qualities is initiative. That, at least, is one man's conviction.

All worthwhile men have good thoughts,²⁰

good ideas and good intentions—but precious few of them ever translate those into action.

How many of us are⁴⁰ inspired by what we read, see or hear; adapt the inspiration to a practical business idea and then do nothing⁶⁰ through lack of initiative.

Overcome this in ourselves and in those under our direction and the greatest tonic possible will⁸⁰ have been administered to our business. Let us try some treatment in this direction.—John Hancock Field. (97)

Springtime à la Carte

From "The Four Million" by O. Henry

(Copyright, 1906, by Doubleday, Page and Company)

(Concluded from the May issue)

And then a strong voice was heard in the hall¹⁸⁸⁰ below, and Sarah jumped for her door, leaving the book on the floor, and the first round easily the bear's.¹⁹⁰⁰

You have guessed it. She reached the top of the stairs just as her farmer came up, three at a¹⁹²⁰ jump, and reaped and garnered her, with nothing left for the gleaners.

"Why haven't you written—oh, why?" cried Sarah.¹⁹⁴⁰

"New York is a pretty large town," said Walter Franklin. "I came in a week ago to your old address.¹⁹⁶⁰ I found that you went away on a Thursday. That consoled some; it eliminated the possible Friday bad luck. But¹⁹⁸⁰ it didn't prevent my hunting for you with police and otherwise ever since!"

"I wrote!" said Sarah, vehemently.

"Never got²⁰⁰⁰ it!"

"Then how did you find me?"

The young farmer smiled a springtime smile. "I dropped into that Home Restaurant²⁰²⁰ next door this evening," said he. "I don't care who knows it; I like a dish of some kind of²⁰⁴⁰ greens at this time of the year. I ran my eye down that nice typewritten bill of fare looking for²⁰⁶⁰ something in that line. When I got below cabbage I turned my chair over and hollered for the proprietor. He²⁰⁸⁰ told me where you lived."

"I remember," sighed Sarah, happily. "That was dandelions below cabbage."

"I'd know that cranky capital²¹⁰⁰ W 'way above the line that your typewriter makes anywhere in the world," said Franklin.

"Why, there's no W in²¹²⁰ dandelions," said Sarah in surprise.

The young man drew the bill of fare from his pocket and pointed to a²¹⁴⁰ line.

Sarah recognized the first card she had typewritten that afternoon. There was still the rayed splotch in the upper²¹⁶⁰ right-hand corner where a tear had fallen. But over the spot where one should have read the name of²¹⁸⁰ the meadow plant, the clinging memory of their golden blossoms had allowed her fingers to strike strange keys.

Between the²²⁰⁰ red cabbage and the stuffed green peppers was the item:

"DEAREST WALTER, WITH HARD-BOILED EGG." (2216)

A thing done right today means less troubles tomorrow. (9)

Key to April O. G. A. Test

Worth Cannot Be Hidden

If a man has good corn, or wood, or boards, or pigs to sell, or can make better chairs or²⁰ knives, crucibles, or church organs, than anybody else, you will find a broad, hard-beaten road to his house, though⁴⁰ it be in the woods. And if a man knows the law, people will find it out, though he live⁶⁰ in a pine shanty, and resort to him. And if a man can pipe or sing, so as to wrap⁸⁰ the prisoned soul in an elysium; or can paint landscape and convey into oils and ochers all the enchantment of¹⁰⁰ spring or autumn; or can liberate or intoxicate all people who hear him with delicious songs and verses, 'tis certain¹²⁰ that the secret cannot be kept: the first witness tells it to a second, and men go by fives and¹⁴⁰ tens and fifties to his door. (146)



Never mind the future if you only feel yourself reconciled and in harmony with the order of things; if you²⁰ only have peace of conscience.—*Amiel*. (26)

Business Letters

Correspondence with Attorneys

(From Gardner's "Constructive Dictation," page 143, letters 4 and 5)

Fulton, Felder and Company,
Lumber Exchange Building,
Minneapolis, Minnesota

Gentlemen:

Rumley Grain Company, Minneapolis,
Minnesota

We observe that the report²⁰ from your attorney quoted in your letter of May 11 does not state whether all of the creditors have agreed⁴⁰ to the extension asked for by Mr. Paul; and since in January your attorney reported that all but a few⁶⁰ of the creditors had agreed to this extension, we should be pleased to know whether any of them are still⁸⁰ holding out.

Are we to understand that the property of the Rumley Grain Company, listed in your attorney's recent report,¹⁰⁰ is still in Minneapolis? If it is, and if your attorney cannot get something definite out of Mr. Paul in¹²⁰ the early future, what do you think of trying the effect of a suit and levy?

Yours very truly, (139)

Hoyle and Spooner,
Findlay, Ohio

Gentlemen:

Lamont Garage, Lamont, Pennsylvania
B-14800

Our file indicates that the²⁰ claim against the Lamont Garage was reduced to judgment on the recommendation of your attorney to the effect that a⁴⁰ judgment would be collectible on execution.

There is nothing in the correspondence to indicate that execution has ever been issued⁶⁰ on our judgment, and nothing to indicate that if execution did issue the amount of our judgment would not be⁸⁰ realized. According to your last report, your second attorney has returned the claim stating that the firm has been out¹⁰⁰ of business for a long time.

Perhaps we are to infer from this that the judgment is not collectible. But¹²⁰ before we close our file, we should like to have an attorney tell us in so many words that the¹⁴⁰ judgment cannot be collected, and we should like to have something definite as to the debtor's present condition.

Yours very¹⁶⁰ truly, (161)



There is no business, no avocation, whatever, which will not permit a man who has the inclination, to give a²⁰ little time every day to study. (26)



Successful modern business is no battle of wits. It's an offer of service with a pledge of good faith. (19)



In choosing one's friends we must choose those whose qualities are inborn and their virtues of temperament. To lay the²⁰ foundations of friendship on borrowed or added virtues is to build on artificial soil; we run too many risks.—*Amiel*. (40)

Short Stories in Shorthand

Too Much Competition

"So you and your wife had some words?" inquired the judge.

"Well, I had some, Your Honor, but I didn't²⁰ get a chance to use them." (26)

Hard At It

A man was going round a golf course accompanied by his wife. He got into a bunker and, after his²⁰ forty-seventh shot, his wife said: "If you go on like this everyone will think you're working here." (38)

No, Indeed

Mistress: I hear you're rather friendly with the milkman, Emma. Is he serious?

Emma: Serious? Oh, no, ma'am! He's one²⁰ of the joky sort! (24)

A Promoter

Betty's Mother: There was something I wanted to ask you when you came, Mrs. McDour, and I can't think what²⁰ it was.

Betty: I know, mother. You were wondering the other day if Mrs. McDour bought her clothes second-hand. (40)

Most Trying

Little Jackie did his best but could not succeed very well with his lessons.

"Oh, Jackie," exclaimed the teacher, "can't²⁰ you do these sums? I don't believe you are really trying."

"Why, teacher," returned Jackie, looking up reproachfully, "yesterday you⁴⁰ told me I was the most trying boy in the school." (51)

Just the Boy for the Job

Father: I want to apprentice my boy to you.

Master Plumber: Where is he?

Father: Well—er—he forgot his²⁰ references and has gone back home for them.

Master Plumber: Righto! I will take him! (35)

Reward

June Bride: Dear, if I do the cooking for a year, what do I get?

June Groom: My life insurance. (20)

*Report of the Eastern Commercial Teachers' Association*

(Concluded from page 366)

scribed routine work according to prescribed methods and usually under close supervision." The private secretary was defined as a confidential attendant of an individual, charged with the duties of performing for that individual all possible work connected with the latter's private or professional affairs. The stenographer's training, therefore, should be in shorthand, typewriting, English and spelling, while the secretary should have a cultural education in addition to technical subjects.

Mr. Dick Carlson, of La Salle University, responded to the question, What practical results have been obtained or are obtainable from the early prognostic measurement of stenographic-secretarial students?

Mr. Carlson presented his findings from

tests in the California College of Commerce, Long Beach, California, and the use of the results of these tests along the lines of intelligence, social inheritance, economic situations and vocational interests.

Mr. Conrad Saphier, first assistant in the department of Stenography and Typewriting, Bay Ridge, Brooklyn, New York, brought to the Section his solution of the limited-time problem in the high school for shorthand and typewriting training. This solution he has called "Sten-type."

Miss Beatrice Doerschuk, of the Women's Welfare Council of New York, brought the Section to a very fitting close by a summary of her three-year study of the work of women secretaries.

Commercial Section

Chairman, Simon J. Jason, Administrative Assistant, Walton High School, New York City

Report by Lloyd L. Jones

THE keynote of the Friday afternoon meeting of the Commercial Section was: Research is not confined to a narrow field and limited to scholarly work in graduate schools, but a very practical tool which can be used with effect and advantage by the commercial teacher in shaping the commercial courses to meet the requirements of a modern and changing business world.

Chairman Jason presented the speakers in an able manner and saw to it that the program was carried out on schedule.

"Research as Applied to Accounting Practice" was the theme of the first speaker, Professor Roy B. Kester, Columbia University.

The fundamentals of today were the advanced ideas of yesterday. Research in the organization of material and better methods of presentation have made this change mean progress and is illustrated by the fact that the student's time investment has been cut twenty-five per cent. Research and study have also disclosed that accounting is a tool of business administration and not simply an historical record.

Business Research Bureaus are very recent additions to universities and are engaged in collecting accounting statistics, figures on stock turnover, comparative mar-

gins of profit and how intensively dollars work in a business.

New Developments in Bookkeeping, Accounting and Arithmetic

The second subject, "New Developments for the Commercial Teacher—in Bookkeeping and Accounting," was ably presented by Lloyd L. Jones, assistant commissioner, Board of Education, Cleveland, Ohio.

Commercial education is entering a new era. Facts and figures are being substituted for tradition and guessing. Ignorance about community life and occupational facts is unthinkable. The public secondary schools must do some substantial and constructive guidance for the seventy-five per cent who leave high school and enter community life. In research and investigation, modern business is already setting the pace for the teachers of the commercial sciences. What people in commercial occupations actually do is certainly the data upon which a course of study in a commercial subject ought to be built.

The teachers of bookkeeping and accounting must realize that the newer developments for them must come from an understanding, appreciation, and active participating acquaintance with these three things:

1. Community commercial occupations survey
2. Job or duties analysis of the work of the bookkeeper and accountant
3. An analysis of the student—his aptitudes and talents

(1) *Community Commercial Occupations Survey.*—A fair sampling of what people in commercial occupations really do must be obtained. The alert commercial teacher will help see to it that his or her school has some mechanism set up for informing itself regularly and continually about the numbers and kinds of jobs in the business community.

(2) *Job Analysis in the Field of Bookkeeping and Accounting.*—After the commercial occupations survey was completed, the Cleveland Bookkeeping Committee started out to find what people in bookkeeping and accounting positions actually do and what employers require of them. Among many interesting facts, the Bookkeeping Committee found that (a) bookkeeping has an important place in the high school and (b) it should be deferred as late as possible in the high school curriculum.

(3) *An Analysis of the Student—His Aptitudes and Talents.*—It is not enough to find out about jobs and the specific duties attached to each one, but to discover the aptitudes and talents of the students. All students cannot become equally good bookkeepers. Testing and measurement ought to command the attention of teachers of bookkeeping and accounting. And most important of all, standards ought to be set up in terms of fundamental human characteristics instead of artificial grades.

The Cleveland Bookkeeping Committee realized that these human aptitudes must be most carefully considered. To this end the committee recommended that the bookkeeping and accounting course be preceded by at least a one-year course in building social attitudes, in developing an appreciation of the modern economic community, in gathering business information, and in offering unit courses in business practices and office procedures.

When the teachers of bookkeeping and accounting have participated in the activities outlined above, then they will have a fact background for improving classroom instruction, for the building of a syllabus, for the selection of text books and practice materials, for objective measurement and for character training.

Following Mr. Jones' address, Professor Guy M. Wilson, Boston University, Boston,

Massachusetts, spoke on New Developments for the Commercial Teacher in Arithmetic.

Our job is to teach the student what he should know—based upon knowledge of what adults are doing. It is folly for the teacher to try to set up standards for business. The teacher must learn to use business as it is.

In order to illustrate these points, thirteen slides were thrown on the screen by Dr. Wilson. Among the interesting data which they contained were the following:

Arithmetic has been the tyrant of the schools, filling 16 2/3% of the teaching time.

The distribution of the processes used by adults is: multiplication 37%, addition 28%, subtraction 24%, fractions 6%, all others 5%.

Eighty per cent of all figuring occurs when using money. Two-place figures are commonest, dealing with cents. The next commonest are place additions involving calculation running into dollars.

The commonest fractions used are: first, 1/2 94%; second, 3/4 3%; third, 3/8 2%.

New Developments in Junior Business Training

The Section next learned of the New Developments for the Commercial Teacher in Junior Business Training.

Mr. S. B. Carlin, principal of Packard Commercial School, New York City, speaking on this subject, said in part:

The junior business training movement began about the time of the coming of the junior high schools and has developed until today there are twelve or fifteen texts on the market. The states of New York and Pennsylvania, and the cities of Baltimore, Denver, Los Angeles, St. Louis, Philadelphia, Rochester, and New York have syllabi.

There is no uniform or common practice as to methods, pupils or objectives. The present courses and publications represent loosely organized and unrelated pieces of material. The crying need is to have some unifying influence which will relate and correlate one part to another. It is pretty generally recognized that there are some thirty-five topics to be covered, but they should be arranged in scientific order and logical sequence.

A new conception of elementary business training has been developing, and the trend is very definitely towards a two-year course. Undoubtedly the eighth-year presentation will be to the student as a consumer of business goods and services. The eighth-year course will appeal to all students regardless of their ultimate choice of business or profession. The ninth-year course will appeal to students who have definitely decided to take up the commercial courses.

A recognition of the fact that American economic life is the basis of such a course is the dominant note in this junior business training movement which must assist the student to see himself first as a consumer and secondly as a producer of want-satisfying goods and services.

Office Practice

The more advanced type of Office Practice was discussed by Norman C. Wolfe, Instructor in Charge of Office Appliances, Central Commercial Continuation School, New York City:

The course in office practice at Central Commercial Continuation School is based on research. Apparently no clerk is properly equipped for office work unless

he can use the calculating machine which has become as indispensable as the typewriter. Employers of large office forces say that public school commercial departments are inadequately equipped and students need more technical training in machine systems. There is enough evidence to convince us that public schools must develop operative skills in the use of office machinery.

In our school we proceed on the plan that every student must know something about several kinds of machines, but must specialize on one.

We have tried to bridge the gap between the commercial school graduate and the beginning office worker—between theory and practice. Instead of throwing the burden for seasoning the green worker upon the employer, we see to it that the classroom becomes an office. The teacher is the business manager and the students are the employees. The atmosphere of the office prevails and the flow of work from one employee to another is taken care of as in actual practice.

Five-Minute Papers

Mr. Wolfe's paper was followed by a conference hour on Research and Other Classroom Problems. Five-minute papers were presented by the following:

Mr. John F. Robinson, head of the Commercial Department at Burdett College, Boston, Massachusetts. Subject: *What are Some Important Research Problems that such Teachers May Help to Solve.* Mr. Robinson reviewed the old system of education and urged that modern education preserve the desirable things of the past and not plunge recklessly ahead in a mad search for frills.

Miss Mildred K. Bentley, chairman of the department of Accounting and Commercial Law, Girl's Commercial High School, Brooklyn, New York. Subject: *Should Business Documents and Practices Be Taught Separate and Distinct from Accounting or As a Part Thereof?* Miss Bentley suggested that business projects be tied up to classroom instruction. She urged that a pre-accounting course should give the student a knowledge of and a facility with business papers.

Mr. Harry Kessler, chairman of the department of Accounting and Commercial Law,

Textile High School, New York City. Subject: *Should Business Arithmetic Be Taught Separate and Distinct from Accounting or As a Part Thereof?* Mr. Kessler answered the question by saying that it should be part of accounting.

Mr. Edward Kanzer, first assistant, department of Accounting and Commercial Law, James Monroe High School, New York City. Subject: *How Much Accounting Should Be Taught in Secondary Schools?* Mr. Kanzer decided that more study and research would have to answer the question.

Mr. S. B. Koopman, chairman of the department of Accounting and Commercial Law, Theodore Roosevelt High School, New York City. Subject: *How Much of the Teaching of Accounting Should Be Practical and Vocational and How Much of It Should Be Cultural and Theoretical?* Mr. Koopman showed that accounting is a mental development subject and it is impossible to separate the theoretical from the practical—that the former should be almost immediately succeeded by its application to the practical.

Mr. William M. Schlanch, chairman of the department of Mathematics, High School of Commerce, New York City. Subject: *What Place Has Mathematics in the Commercial Curriculum?* Mr. Schlanch felt that further study and research must be made in this.

Mr. C. A. Speer, head of the department of Business Administration and Two-Year Secretarial Science, Bay Path Institute, Springfield, Massachusetts, was absent, but his paper, *Should We Expect Classroom Teachers to be Research Workers?* will be printed in the year book.

Mr. Louis Fanz, chairman of the department of Accounting and Law, Walton High School, New York City was also absent, but his paper, *What Books, Magazines, and Research Services of Business and Schools are Available for Commercial Teachers?* will also be printed in the year book.

Administration Section

Chairman, Dr. E. G. Blackstone

Assistant Professor of Commerce, University of Iowa, Iowa City, Iowa

Report by A. Alan Bowle

AS research was the keynote of the whole convention, so it was the keynote of the Administration Section. Arranged by Harry K. Good, head of the Commercial Department, Hutchinson High School, Buffalo, New York, the section meeting was full of profitable papers on many aspects of commercial-teacher training and research studies in this sphere.

Dr. Ambrose L. Suhrie, New York University, spoke at length on research as applied

to curriculum building in teacher-training, and declared that his study had shown that there was no type of specialized professional education in which the prospects are brighter than in the field of commercial teaching. He stressed the need for a broader general education and for a more adequate technical training.

State certification requirements was the subject of a talk by Mr. J. O. Malott, specialist in Commercial Education, U. S. Bureau

of Education, and he found that standards are being raised rapidly; that the trend is toward a four-year college course which includes courses in professional education and content, methods, and practice teaching courses in commercial subjects.

Supply and Demand in New York City

A comprehensive paper on the supply and demand for commercial teachers in New York City was given by John W. Neuner, instructor of Accounting at Theodore Roosevelt High School, New York. He found that (1) the majority of high school teachers in New York City had previous experience in teaching; (2) in the high school license examination 17.3% of the commercial group and 25.8% of the academic group passed; (3) a greater number of commercial teachers were appointed without previous training than academic teachers; (4) 25% of the commercial appointees and only 8% of the academic group had no previous experience in teaching; (5) more women than men were appointed in the city high school positions in the subjects of history, mathematics, Latin, and stenography, but in accounting and merchandising, the number of men exceeded the number of women.

Comparative Qualifications

Miss Elizabeth H. Baker, head of the Book-keeping Department at Commercial High School, Atlanta, Georgia, spoke of the Comparative Qualifications of Commercial Teachers and other Teacher Groups. The same preparation for academic and commercial teachers, she advocated. "The desirability of a liberal education increases in proportion as the vocation becomes more specialized," summarized her thought along this line. Commercial teachers have found their contact with business men and their "products," supplemented by the teachers' own business experience during summer vacations, has permitted them to keep their fingers on the "pulse of life" better than other teachers.

When commercial teachers raise the level of their scholarship, . . . they will get a broader view of all education and all life.

The mere possession of a baccalaureate degree does not necessarily mean success in teaching, but when degrees are supplemented by standards in terms of fundamental human characteristics and success traits that are rated both in the classroom and in the office, further and more substantial progress in commercial education may be expected.

Commercial-Teacher Training Problems

The conference hour on Problems of Commercial-Teacher Training followed. The paper by F. G. Nichols, Graduate School of Edu-

cation, Harvard University, answered the question, *What are the Steps of Determining the Occupational Opportunities in a Given City?* He gave the necessary procedure under five headings: Select firms to be canvassed; determine facts wanted; prepare forms to use; determine how forms are to be used; tabulate facts.

Recognition of Commercial Training

A matter of vital importance to the commercial teachers—recognition by the universities of commercial training, was taken up by Dr. Edward J. McNamara, principal of the High School of Commerce, New York City. He said there were 104,157 registered commercial students in New York City alone and that according to the Department of Interior 1923-4 Bulletin 40, there were 3,742 schools having 540,975 students enrolled in commercial courses, and these were reasons for serious consideration by the universities.

Dr. McNamara asked, "Do the colleges think that commercial work can be taught satisfactorily with teachers untrained in pedagogy and unfamiliar with educational psychology? Have they been justified in ignoring or actually refusing assistance to this group of earnest teachers facing some of the most difficult problems in education?"

How Much College Work?

Clinton A. Reed, Supervisor of Commercial Education, State Department of Education, Albany, New York, reported that the years of normal or college-grade work required in two states was one year; in 21 states, two years; in 6 states, three years; in 15 states, four years. In the 27 states not requiring a college degree, there is a definite trend toward that requirement.

With a greater number of teachers available it is certain the standards will be higher. While of themselves college degrees are of little importance, the good quality of training which they should represent is of great importance. There should be improved preparation, time allowed for practice teaching, and wherever possible, office experience should be advocated.

Reference Materials

Charles W. Hamilton, director of Business Education, Public Schools, Elizabeth, New Jersey, contributed a comprehensive and complete list of reference material for the research student. The question, *What books, magazines, and research services of business and schools are available for commercial teacher training research workers?* was answered by twenty-one pages of lists which should be available to every commercial teacher.

["Foundations of Commercial Education" will contain the complete proceedings of the E. C. T. A. convention. The annual dues of \$2, sent to President Carlin, if you are not already a paid-up member, will cover a copy of this 1928 Yearbook also.]

